

**INTERCULTURAL COMMUNICATIVE
COMPETENCE AS A 21ST CENTURY SKILL AND
ITS PRESENCE IN THE EFL TEXTBOOKS**

**21. Yüzyıl Becerisi Olarak Kültürlerarası İletişimsel Edinç Ve
Yabancı Dil Olarak İngilizce Öğretimi Ders Kitaplarındaki Yeri**

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Abstract

The significance of knowing a foreign language to communicate with people of other nations has never been so crucial since the beginning of humanity. The increase in interactions among nations, and possibilities of communicating with people of various nations gave rise to a foreign language to come to the forefront which has been English for a long time. No language has achieved the success of English so far, and in that, intense globalization plays a big part as well as English being the language of technology, trade, art, finance, economy etc. all of which paved the way for English as a lingua franca (ELF). Whereas English is the medium of communication for everyone today and culture cannot be separated from the language itself, it is considered unnecessary to teach only native culture because of the prevalence of non-native to non-native interactions. Therefore, intercultural communicative competence has come into prominence and this notion focuses on developing intercultural communicative skills of English as a Foreign Language learners. As textbooks are the dominant foreign language teaching materials, it is necessary to examine the common ones to test whether they apply to the teaching of intercultural skills. The present study aims to investigate if the English textbooks used in all departments of a university include intercultural elements. This study is a descriptive study which is based on content-analysis. The findings of the study revealed that the textbooks 'English File Elementary and Pre-intermediate' are not satisfactory to enhance intercultural communicative competence and need revision.

Key words: communication, foreign language, intercultural competence, interculturality, textbooks

Öz

İnsanlığın başlangıcından bu yana, diğer uluslarla iletişim kurmak için bir yabancı dil bilmek hiç bu kadar önemli olmamıştır. Uluslararası iletişimdeki artış ve çeşitli ulustan insanlarla iletişim kurabilme imkanı bir yabancı dilin ön plana çıkmasına olanak sağlamıştır ki bu yabancı dil de uzun zamandır İngilizcedir. Hiçbir dil İngilizcenin başarısına şu ana kadar erişememiştir ve bunda İngilizcenin teknolojinin, ticaretin, sanatın, finansın, ekonominin vb. alanların dili olmasının yanında küreselleşmenin yoğunlaşması da büyük rol oynamaktadır ve tüm bunlar İngilizcenin 'ortak dil' olmasına zemin hazırlamıştır. Günümüzde İngilizce herkes için iletişim aracı olduğu için kültürü de dilden ayırmak mümkün değildir ve anadili İngilizce olmayanlar arasındaki iletişimin egemen olmasından dolayı yalnızca yerel kültürü öğretmenin faydasız olduğu düşünülmektedir. Bu sebeplerden ötürü, kültürlerarası iletişimsel edinç ön plana çıkmış ve bu kavram İngilizceyi yabancı dil olarak öğrenenlerin kültürlerarası iletişim becerilerini geliştirmeye odaklanmaktadır. Ders kitapları yabancı dil öğretim materyalleri içinde en çok kullanılanlar olduklarından

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bu kitapların kültürlerarası iletişimsel edince uygun olup olmadıklarını incelemek gerekmektedir. Bu çalışmanın amacı bir üniversitenin tüm bölümlerinde uzun yıllardır okutulan İngilizce ders kitaplarının kültürlerarası unsurları barındırıp barındırmadıklarını araştırmaktır. Bu çalışma, içerik analizine dayanan tanımlayıcı bir çalışmadır. Çalışmanın bulguları “English File Elementary ve Pre-intermediate” ders kitaplarının kültürlerarası iletişimsel edinci geliştirmede yetersiz olduğunu ve yeniden ele alınmaları gerektiğini ortaya çıkarmıştır.

Anahtar Kelimeler: iletişim, yabancı dil, kültürlerarası edinc, kültürlerarasılık, ders kitapları

1. Introduction

It has long been understood that in foreign language teaching just pure knowledge of grammar and vocabulary as well as basic skills are not enough one to communicate effectively with people of other nations whether be native speakers of that language or not. Social usage of language has also been accepted as important as linguistic knowledge which has led researchers to search ways to teach a foreign language (FL) communicatively and thus communicative language teaching gained popularity. Nevertheless, this communicative approach is meaningless if one tries to teach a language without touching upon its culture especially in situations where FL learners learn that language to communicate with the natives.

On the other hand, when it comes to teaching English as a FL the situation gets even a bit more complex. Most of the learners of English learn the language in order to communicate with people of other nations and even some of them nearly had no chance to come into contact with an English or American. Therefore, if we look at the concentric circles of Kachru (1985) which is composed of inner circle, the native speakers as English or American, outer circle such as India and Singapore, and lastly expanding circle countries as Turkey, the number of the non-native speakers of English can be observed to outnumber the native speakers and this indicates that non-native to non-native interaction is more probable and this requires foreign language learners to develop cultural awareness and master intercultural communicative skills. As Turkey takes place in the expanding circle and is geographically far away from England or America, it is significant for Turkish EFL learners especially for university students to increase their intercultural communicative competence (ICC). Turkish university students have the chance to attend Erasmus program and do their internship at international companies and even work at these companies after graduation. Therefore, it is a necessity for teachers to provide intercultural situations and teach learners how to behave or how to speak in such circumstances. As one of the most common materials used in language classes, English textbooks should be good enough to develop students' intercultural competencies and are in urgent need of analysis which is the main starting point of this paper. Therefore, first of all, it is better to refer to the ICC on the way to the detailed analysis of its presence in specific textbooks handled in this study.

Intercultural communicative competence is basically the competence that helps an English as a Foreign Language (EFL) speaker to communicate easily with both the native speakers of English and non-natives thanks to presence of English as lingua franca. In a broader sense, ICC is "...a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Fantini, 2007, p. 9). In another definition, it is "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006, p. 247). In Meyer's (1991, p. 137) definition ICC is "the ability of a person to behave adequately in a flexible manner when

confronted with actions, attitudes and expectations of representatives of foreign cultures.” When analysed in detail, all definitions are understood to focus on the requirement of ‘some abilities’ to be developed, ‘effective and appropriate performance’ of the FL speakers and ‘intercultural situations’ where to apply the acquired/ learnt knowledge and skills. In short, ICC is “an embedded ability that enables the withholder to behave as an intercultural speaker in ELF interactions” (Tuzcu Eken, 2019, p.15). Therefore, the aim of English language teaching today should focus on the development of necessary skills pertaining to the improvement of intercultural communicative abilities of learners.

Foreign language teaching with a focus on intercultural dimension, however, does not mean to ignore linguistic competence, instead linguistic competence of learners can be improved while befitting from intercultural texts and activities which lead to discussions over cultural elements that develop learners’ intercultural knowledge, skills and attitudes and cultural awareness. According to different researchers (Byram, 1997; Dearsdorff, 2004; Fantini, 2009; Fantini, 2012) ICC is comprised of various dimensions, domains, components, characteristics, etc. all of which, to some extent, serve for the same purpose; to characterize the constituents of it. In this study Byram’s (1997) ICC components are consulted in order to examine the specified textbooks and these components are basically knowledge, attitudes, skills and awareness which are scrutinized in the methodology part of the study.

In a natural environment where English is the local language, it is easy to come across with the ‘intercultural situations’ for a language learner moving to an English speaking country, however, in an EFL class, learners only have the chance to learn from the textbooks as they are the core materials and therefore the tasks and activities of these textbooks should keep up with the times. Most of the English language teaching textbooks on the market are prepared by the native speakers of English which leads the researchers to examine the textbooks whether they are intercultural and sufficient to stratify the needs of students who learn English as a foreign language. In accordance with this purpose, two research questions were formed to be answered in this study:

RQ1: Which dimensions of the intercultural communicative competence, if any, do the textbooks ‘*English File Elementary and Pre-Intermediate*’ address?

RQ2: Are these textbooks sufficient to develop intercultural communicative competence of university students?

2. Methodology

2.1. Research Design

The study is primarily a descriptive study which is specifically based on analysis of documents. A descriptive study is basically aims to describe the current situation of a specific issue in a specific place and analysis of the researcher is mainly based on existing data. It can also be defined as “a research method used to describe the existing phenomena as accurately as possible and descriptive research covers some subtypes of research methods such as survey, correlation study, qualitative study, or content analysis” (Atmowardoyo, 2018, p. 198). In this study, the ‘English File Elementary and Pre-Intermediate’ textbooks were analysed in regard to ICC development activities. Thus, the study aims to describe the content of given textbooks in terms of specified issue.

2.2. Data collection and analysis

The data collection of the study was carried out from the textbooks 'English File Elementary and Pre-intermediate' which have been being used in all departments of Kırklareli University for years. The English file textbooks include 12 units and each unit contains three two-page lessons which indicates that there are 36 lessons plus 6 revision lessons that aims to practise grammar, vocabulary and pronunciation taught in the previous two units and 6 practical English lessons composed of videos of a series which follow through all textbooks. As specified in the contents pages each unit was collected under grammar, vocabulary and pronunciation headings which cover speaking, reading, writing and listening skills while focusing on a grammar, vocabulary or pronunciation issue. In some lessons, the main topic revolves around a reading text, in other lessons it is the listening skill that is taken as a basis. Speaking and writing skills are generally used as supporting skills before or after the reading and listening. In each lesson, however, there are lots of activities for each skill and all of them were counted one by one while searching for appropriate ICC activities.

In order to analyse how much intercultural the textbooks are, Byram's (1997) model of ICC were taken into consideration but while evaluating the activities the modified version of Byram which was designed by Aijala (2009) were used. Byram's (1997, p. 57-64) model of ICC is composed of five dimensions and these are; attitude, knowledge of others, skills of interpreting and relating, skills of discovery and interaction, and lastly critical cultural awareness. According to Aijala (2009), Byram's (1991) one dimension of the model overlaps with other dimensions which is 'critical cultural awareness' and thus she omitted it and also divided skills of discovery and interaction into two then added 'discovery' into the dimension 'knowledge' while accepting 'interaction' as a separate dimension. When investigated, the suggestions and modifications of Aijala (2009) were found to be logical as after making changes she gives concrete activity examples for each ICC dimension which facilitates the work of researchers and chosen as a result. The final version of the dimensions described by Aijala (2009, p.38-39) can be summarized as below.

Attitudes towards cultures: this means developing positive attitude towards other cultures and not accepting his/her own culture superior to others. It requires learners to 'decentre' their beliefs of culture and behave each newly met culture positively while making judgements on it. Taking a different approach to an issue and judging their own culture and being able to see their own beliefs, behaviours and values from the point of a foreigner is necessary in positive attitude development. The objectives under this dimension are 'identifying generalisations of cultures' and 'changing perspectives'.

Knowledge of cultures: knowledge of any kind related to cultural aspects such as knowledge about people of other cultures their way of living, verbal and non-verbal behaviours etc. all belong to that category and it is difficult to know, anticipate and teach every knowledge under this category, however, focusing on various cultures and cultural issues need to be prioritized. For this dimension, three objectives are given which are 'factual knowledge of cultures', 'understanding the concept of culture', and 'collecting information on cultures'.

Interpreting and relating cultural elements: ability to interpret an issue from the other culture's aspect and ability to compare and contrast the same issue with one's own culture. The objectives of this dimension are 'identifying ethnocentric perspectives', 'relating cultures and cultural phenomena' and 'identifying and explaining causes of misunderstandings'.

Intercultural interaction: this requires one to apply all the other three dimensions given above while acquiring new knowledge about other culture (s) and cultural practices. Operating as a mediator between cultures and overcoming conflicting issues by looking at an issue from various perspectives. This dimension includes ‘functioning as a mediator between cultures and dealing with conflict situations’ and ‘applying one’s abilities in interaction’ objectives.

All the given dimensions and their objectives were investigated in the textbooks and the results of the analysis are given below. If an activity carries more than one objective, all of the objectives were regarded separately.

3. Results and Findings

This part of the paper is divided into two in order for finding answers to the research questions of the study.

3.1. The ICC dimensions addressed in the textbooks

As mentioned above, the examined textbooks are comprised of 12 units and each unit is again divided into three lessons covering a subtopic with many activities addressing different skills and these skills are grammar, vocabulary, pronunciation, reading, writing, listening and speaking. Under each skill a few activities are given all of which were taken into consideration in order to find every piece of activity aiming to develop the intercultural competence or ICC of learners. Besides, there are also ‘Practical English’ and ‘Revision’ units given alternately once in two units. The activities in these parts were also counted except from one page of ‘Revision’ which only deals with grammar and is far away from touching upon an intercultural dimension as the aim of it is to test the grammar rules learnt.

In regard to the evaluation of ‘English File Elementary (A1-A2)’, it was found out that this textbook includes 48 lessons and total number of activities examined in these lessons is 734. Total number of intercultural activities is 102 and the ratio of the intercultural activities to the total amount of activities in Elementary textbook is 13.8%.

In ‘English File Pre-Intermediate (A2-B1)’ textbook again there are 12 units and 48 lessons designed as in the Elementary textbook and the total number of the activities examined in this textbook is 737, and only 66 of these activities belong to an intercultural dimension and the ratio of the intercultural activities to the total amount of activities is 8.95% which is less than the ratio of ICC activities in Elementary textbook.

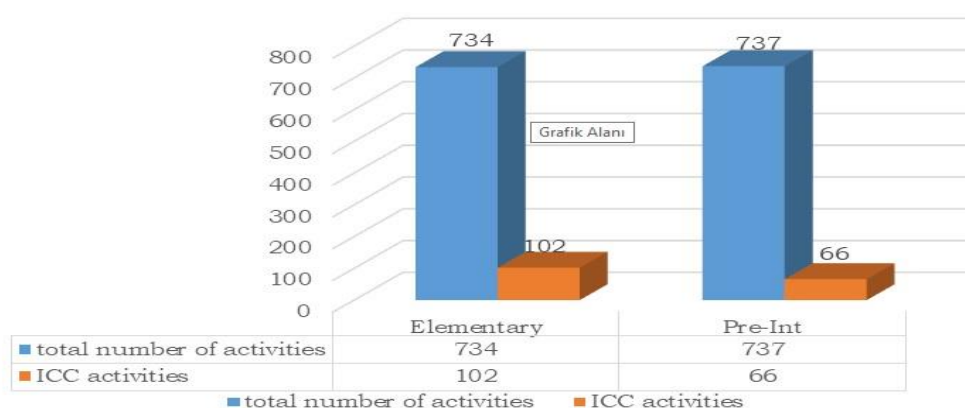


Figure 1. The ratio of the intercultural activities to the total amount of activities in each textbook

As demonstrated, there are nearly same number of activities in each textbook in general, however, the number of ICC activities is not the same and there is a decrease in ICC activities in Pre-Intermediate textbook when compared to the Elementary textbook. The majority of the ICC activities in Elementary textbook belongs to 'knowledge of cultures' dimension and the number of activities in this dimension is 83. Second common ICC dimension is 'interpreting and relating cultural elements' and the number of activities in this group is 18. Lastly, there is only 1 activity belonging to 'attitudes towards cultures' dimension. This indicates that there is no activity pertaining to the dimension of 'intercultural interaction' which is expectable for elementary level of learners.

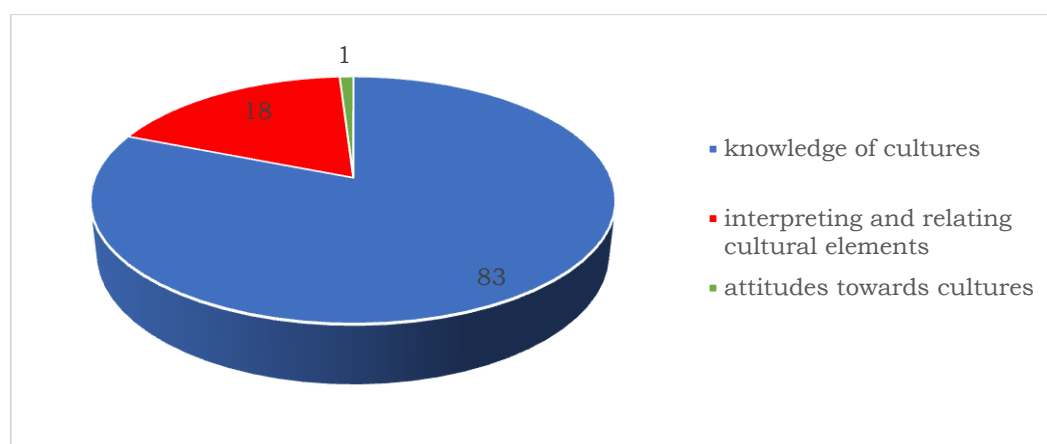


Figure 2. Distribution of ICC activities according to the ICC dimensions in Elementary textbook

When analysed according to the objectives of the activities, in Elementary textbook, in the dimension 'knowledge of cultures', it was found out that activities in this group only aim to increase learners knowledge about cultures or test their knowledge of cultures and thus general objective belongs to the 'factual knowledge of cultures'. There is no activity aiming to enhance learners' 'understanding the concept of culture' and directing them to 'collecting information on cultures'.

1 GRAMMAR *was / were*

a Read about the National Portrait Gallery in London and answer the questions.

- 1 Where is it?
- 2 What can you see there?
- 3 When is it open?
- 4 How much does it cost?

National Portrait Gallery

The National Portrait Gallery has a collection of portraits of famous British men and women, from the 16th century to the present day. The portraits are both paintings and photographs. The National Portrait Gallery is near Trafalgar Square, five minutes from the National Gallery, London's most important art gallery. It is open daily and entrance is free.

Figure 3. An example activity from Elementary book for the objective 'factual knowledge of cultures'

An example to the activities categorized as 'factual knowledge of cultures' is demonstrated in Figure 3. It is a reading activity about the 'National Portrait Gallery' in London and is

full of factual knowledge about British famous people. It asks learners to read the text and answer the questions related. It is a long text to read and thus only some part of it is given here. It focuses on only British culture as in most of the texts. The real aim of the activity is to teach 'was-were' and teaching British culture has secondary importance.

Factual knowledge of cultures' activities only ask learners to fill in the gaps or answer the questions assuming that learners have the necessary knowledge. As in our case, the textbooks are used at university level and so one might expect university learners to have some knowledge about different cultures and have an understanding of the concept of culture, yet, these textbooks are not only used by university EFL learners but also learners from high schools may also use them as the books themselves do not claim that they are written for university level learners. Additionally, it is not always possible even for university learners to have all the knowledge about English culture or other cultures which was not taken into consideration in the design of activities of the books.

Is this the typical British man?

Statistics tell us that the typical British man is 40 years old, ¹ lives in a house and is married with two children. He ² more than 40 hours a week and ³ about £25,000 a year. He ⁴ between fifty minutes and an hour to and from work every day. He ⁵ a Ford car and he ⁶ he is a good driver.

The typical British man is overweight (he weighs about 82.5 kg) and he ⁷ less than 30 minutes exercise a week. He usually sleeps about seven hours a night. He is not a great cook, but he ⁸ how to make four dishes, including Spaghetti Bolognese. He ⁹ three cups of tea a day and during his life he ¹⁰ approximately 35,000 biscuits.

The typical British man ¹¹ eight close friends and more than eighty contacts on his mobile phone. He ¹² three TVs, a Queen's Greatest Hits, and at least

b Read the text again. Is a typical man from your country similar to the typical British man?

Figure 4. An example activity from Elementary book for the objective 'relating cultures and cultural phenomena'


The activities belonging to the dimension of 'interpreting and relating cultural elements' are the ones addressing the objective of 'relating cultures and cultural phenomena' and there is not any activity for the objectives of 'identifying ethnocentric perspectives' and 'identifying and explaining causes of misunderstandings'. For the objective of 'relating cultures and cultural phenomena' an example is given in Figure 4. In this activity, a typical British man is discussed and the activity asks learners to compare and contrast a typical man in their own country with a typical British man.

Most of the activities of 'relating cultures and cultural phenomena' focus on British culture and sometimes American culture or other cultures such as Mexican, Italian etc. are given and these activities generally ask learners to compare the issue with their own

culture. Other cultures except from the English culture is superficially given such as the activity asks learners to answer a quiz about different cultures. However, activities for the English culture are mostly reading activities which give information about a particular cultural issue and mostly ask learners to compare and contrast their culture with the English culture related to the given cultural element.

a Read the dictionary definition for *couch*, and look at the CouchSurfing website. What do you think CouchSurfing is?

couch /kaʊtʃ/ *noun* **1** a long comfortable seat for two or more people to sit on (= a sofa) **2** the bed in a doctor's room for a patient to lie on



d Would you like to go CouchSurfing? Why (not)? Would you like to have a stranger to stay in your house? Why (not)?

b (5.8) Listen to part of a radio travel programme. Were you right? How does CouchSurfing work?

Figure 5. An example activity from Elementary book for the objective ‘changing perspectives’

The activity given in Figure 5, is the only activity for the objective ‘changing perspectives’ and in this activity some information is given about couch surfing and learners are asked if they would like to have a stranger to stay in their house. In this way, the activity invite learners to state their own viewpoints, empathise with foreign points of view and discuss cultural value system. Though the question needs some more details to let learners exchange their views and argue for or against on the topic, it is a beneficial ICC activity and if learners seem willing to discuss over the topic, English teachers might broaden the question and by this means the scope of the activity can be enlarged.

When we examine Pre-intermediate textbook, contrasting to general expectation which is that the higher the level of the textbook the more ICC activities it has, Pre-intermediate text book also has 48 lessons and includes total amount of 737 activities in these lessons and only 66 of these activities belong to ICC enhancement activities and the ratio is 8.9 %. This shows that in Elementary textbook there are much more ICC activities than in Pre-Intermediate. The distribution of the ICC activities according to the ICC dimensions are given in Figure 6.

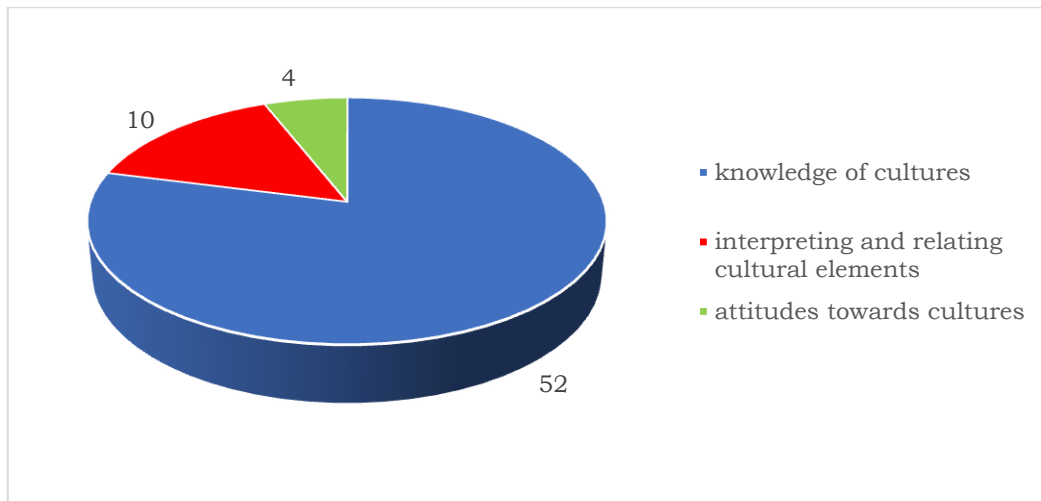


Figure 6. Distribution of ICC activities according to the ICC dimensions in Pre-intermediate textbook

Similar to the Elementary textbook, in Pre-intermediate the most common dimension of ICC is 'knowledge of cultures' which is firstly followed by 'interpreting and relating cultures' and then 'attitudes towards cultures'. In this textbook, as in Elementary, there are not any activities in regard to 'intercultural interaction'. For the 'knowledge of cultures' dimension again only the objective 'factual knowledge of cultures' takes place and prevails the other activities with a total number of 52. Then, comes 'relating cultures and cultural phenomena' under the dimension of 'interpreting and relating cultural elements' with a total number of 10. Thirdly, comes 'changing perspectives' under the dimension of 'attitudes towards cultures' and there are only 3 activities pertaining to this group. Lastly, unlike Elementary textbook there is also one activity for the objective of 'identifying generalisations of cultures' under the dimension 'attitudes towards cultures'.

In the dimension 'knowledge of cultures', there are only 'factual knowledge of cultures' activities as stated above and again there are not any 'understanding the concept of culture' and 'collecting information on cultures' activities. An example to the objective 'factual knowledge of cultures' would not be so much different from the ones in Elementary textbook since English culture is again the dominant culture in this textbook and the activities and their aims are similar in both textbooks. However, in Pre-intermediate textbook though English culture is still given, it is observed that the other cultures also find place to themselves. In Figure 7, an example to the 'factual knowledge of cultures' is given.



The first time I noticed this phenomenon was a few years ago, in St Peter's Basilica in Rome – a **crowd** of people standing round Michelangelo's Pietá, taking photos with their cameras and mobile phones. Then last week I saw it again at the Museum of Modern Art (the MOMA) in New York. At first, I wasn't too worried when I saw people photographing the paintings. It was a bit **irritating**, but that was all. It didn't make me angry. Then the sad truth hit me. Most of the people were taking photos without looking at the paintings themselves. People were **pushing** me, not because they were trying to get a better view of the art, but because they wanted to **make sure** that no one blocked their photo. Was it possible that perhaps they were taking the photos so that they could admire the paintings better when they got home? This was very improbable. They were not there to see the paintings, but to take photos to **prove** that they had been there.

Then it got worse. Now people were taking photos of their partners or friends who were **posing** next to, or in front of some of the most famous paintings. Neither the photographers nor the person they were photographing had looked at the art itself, although I saw that sometimes they read the **label**, to make sure that the artist really was famous. At least nobody asked me to take a picture of them together, smiling in front of a Picasso!

I think that photography in museums should be **banned**, but I also have a less drastic solution. I think that people who want to take a photo of an exhibit should be forced to look at it first, for at least one minute.

a Read the newspaper article once. Does the journalist think that taking photos in museums is a good thing or

a Read the newspaper article once. Does the journalist think that taking photos in museums is a good thing or a bad thing?

Figure 7. An example activity from Pre-intermediate book for the objective 'factual knowledge of cultures'

In the above activity, the reader can find information about the behaviour of people in famous museums in Rome and New York. People pushing each other or behaving vice versa is peculiar to culture. In some cultures people respect each other in crowded areas such as while getting on metros at metro stations or in museums as in the example activity. The text above only queries the view of the journalist and asks learners to identify what journalist think about taking photos in museums. Though the activity can be extended to cultural behaviour of people in similar situations, there is nothing specific in the activity to discuss cultural behaviours of people and it can be said that English teachers can extend the discussion and focus on different cultures while at the same time having students focus on cultural differences or similarities which can raise students' cultural awareness.

The activities belonging to the dimension of 'interpreting and relating cultural elements' are the ones addressing the objective of 'relating cultures and cultural phenomena' and there is not any activity for the objectives of 'identifying ethnocentric perspectives' and 'identifying and explaining causes of misunderstandings' as in the Elementary textbook. The activities categorized under 'Relating cultures and cultural phenomena' is less than the ones in Elementary textbook, yet the present ones are similar to the ones in the first book. They generally ask learners to compare the given situation with their own culture, however, these activities might also include cases of misjudgements or ways of

overcoming presuppositions etc. and only in this way the activities can have a change of pace.

The image shows a screenshot of a textbook page. On the left, there is a text box with a light blue background. The text starts with a large 'A' and describes a survey of 5,000 adults in the UK. It mentions that one person in four invents details about their weekend to impress friends. Common lies include going out on Saturday night, having a romantic meal, going to a party, or going away for the weekend. It also notes that 30% of people said they spent their weekend sleeping or resting because they were tired, and another 30% said they needed to work or study. A psychologist, Corinne Sweet, is quoted as saying that people often don't tell the truth about their weekend because they don't want to feel that everyone else is having a better time. She also mentions that networking sites like Facebook and Twitter may be encouraging people to invent details about their social lives. The text concludes with a quote from Corinne: 'People can create an illusion of who they want to be and the life they want to live, and of course they want that life to seem exciting.'

To the right of the text box is a rectangular box containing a question: 'c Do you think a survey in your country would have similar results?'

Figure 8. An example activity from Pre-intermediate book for the objective 'relating cultures and cultural phenomena'

In the above activity, a survey is given as a reading text and after students read the survey and do the necessary activities they are asked to answer the given question which requires students to relate the findings of the survey to their own country and compare if they would have similar results in a similar survey.

'Changing perspectives' is a beneficial activity for positive attitude development of learners and such activities require learners to look at an issue from different aspects. The activity below asks learners to argue for or against optimism and pessimism and as a result it is aimed to find multiple perspectives on the issue and though the activity seems limited to personal views of learners about their characters, in fact the issue might be extended to cultural discussion such as optimistic societies or pessimistic cultures might be discussed as well as what causes lead us to think optimistically and pessimistically. In this respect, the activity is useful in providing learners to realize that there are multiple perspectives and while carrying their own point they still might respect to the others perspectives whether in their dialogues with people of their own culture or in multicultural dialogues.



Figure 9. An example activity from Pre-intermediate book for the objective ‘changing perspectives’

The British have a reputation for being bad at learning languages, but is it really true? I work for a newspaper which was doing a series of articles about this. As an experiment, they asked me to try and learn a completely new language for one month. Then I had to go to the country and do some ‘tests’ to see if I could ‘survive’ in different situations. I decided to learn Spanish because I would like to visit Spain and Latin America in the future. If I go, I don’t want to be the typical Brit who expects everyone else to speak English.

I did a one-month intensive course in Spanish at a language school in London. I was a complete beginner but I soon found that some Spanish words are very similar to English ones. For example, *hola* isn’t very different from ‘hello’ and *inglés* is very similar to ‘English’. But other things were more difficult, for example the verbs in Spanish change for each person and that means you have to learn a lot of different endings. My biggest problem was the pronunciation. I found it very difficult to pronounce some letters in Spanish, especially *r* and *j*. I downloaded sentences in Spanish onto my phone and I listened and repeated them again and again.

When my course finished I went to Madrid for the weekend to do my tests. A Spanish teacher called Paula came with me and gave me a mark out of 10 for each test and then a final mark for everything.

- a Do you think people from your country are good at learning languages? Why (not)? Are British people good at learning your language?

Figure 10. An example activity from Pre-intermediate book for the objective ‘identifying generalisations of cultures’

As another attitude activity, the article in Figure 10 discusses language learning abilities of British people and identifies a common belief that British are bad at language learning and enquires what the readers think about British people’s learning their own language. Although the activity also has the objective ‘relating cultures and cultural phenomena’ and counted under this objective, too, here it is only located for the purpose of ‘identifying generalisations’ which indicates that only this aim was emphasized.

3.2. The sufficiency of the textbooks

In an attempt to find an answer to the second research question, the findings of the first research question reveals that not all the dimensions of the ICC are represented in both of the textbooks and the existing ones are not wide-ranging and adequate.

In both of the textbooks, the prevailing ICC dimension is 'knowledge of cultures' and in this dimension only 'factual knowledge of cultures' objective is observed. 'Factual knowledge of cultures' activities mainly ask learners to fill in the gaps or answer some questions assuming that learners have the necessary knowledge about the issue discussed. However, most of the learners may not have the essential knowledge and may require information collection before or during the lesson which is another aim of the 'knowledge of cultures' dimension. As the third aim of this dimension, the activities also need to be diversified with activities that aim to enhance the understanding of the learners' concept of culture and increase their cultural awareness. In addition, some of the 'factual knowledge of cultures' activities were accepted under this category even if the exercise does not specifically focus on cultural discussion. These exercises give some information about a cultural issue but lack of discussion before or after the activity and need to be supported with various types of questions that evoke learners' intercultural understanding of cultures.

As the second dominant ICC dimension 'interpreting and relating cultural elements' does not find so much place to itself in both of the textbooks. In Elementary there are 18, and in Pre-Intermediate there are only 10 activities, all of which aims to 'relate cultures and cultural phenomena' which indicates that 'identifying ethnocentric perspectives' and 'identifying and explaining causes of misunderstandings' aims are ignored. Although misunderstandings have a major importance in showing learners dysfunctions in interactions and ways of coping with such situations, it is again not addressed in any of the books. 'Relating cultures' activities, on the other hand, generally require learners to compare and contrast British culture to their own culture and while doing so they are asked if the situation is the same in their own culture. There are not so many conflicting subjects and misjudgements to discuss and therefore none of the activity queries what they could do in such conflicting case. In addition, in some of the reading texts though the text itself includes cultural differences that can be compared to the learners' own culture, they are not used for this purpose and it can be said that the real potentials of the texts are not fulfilled. Furthermore, some of the compare and contrast questions are so superficial that they do not lead learners to make in depth analysis.

Under the 'attitudes towards cultures' dimension, in Elementary textbook, there is only one activity for the objective 'changing perspectives' and in Pre-Intermediate textbook there are three 'changing perspectives' plus one 'identifying generalizations of cultures'. As total numbers demonstrate, these activities are not satisfactory and need to be increased in number and quality by adding the other objectives and increasing the number of the existing ones.

The last dimension, 'intercultural interaction' can be named as the 'performance' of ICC but do not find a place for itself in any of the textbooks which again implies the inadequateness of intercultural activities in both of the textbooks.

As a result, it can be stated that English File Elementary and Pre-Intermediate textbooks are not sufficient enough to enhance intercultural communicative competence of university level students and need to be revised and developed in this regard.

4. Discussion and Conclusion

English as 'lingua franca' necessitates its learners to develop complex skills in order to communicate with people of other nations. Linguistic knowledge and knowledge of English culture or English accent is not enough anymore to communicate properly if the EFL learner does not need English to interact with a native speaker. Therefore, EFL

learners' proficiency is effected by their level of ICC and speaking like a native speaker or knowing only English culture is not enough anymore (Yano, 2009).

In an EFL class the main material of an English teacher is the textbook and generally the most popular textbooks used in expanding circle countries are the ones written by the native speakers. The textbooks chosen to be examined in this study are the books that have been being used in a university for years. The aim of the study was to shed light on whether the specified textbooks are sufficient in promoting ICC of university students. In this regard, Aijala's (2009) adaptation of Brown's ICC dimensions were used as criteria and accordingly 4 dimensions and in total 10 objectives under these dimensions were investigated in the analysed textbooks. Each activity in these textbooks were examined to attain a result.

As a consequence of the study, it was found out that both textbooks are similar in the design of the activities and activity choice. They have intercultural activities that are pertinent to ICC dimensions but all the dimensions are not ranked and especially it is the 'intercultural interaction' dimension that was not included. In English File Elementary textbook, there are more ICC activities than the English File Pre-Intermediate textbook, unlike the common expectation which is that the higher the level of the textbook, the more are the ICC activities. This finding is similar to the Aijala's (2009) results as she found that the highest level textbook in her study has the least ICC tasks. Besides, Gözgenç's (2019) findings also support us because in her study A2 textbook has more ICC activities than B1. This might result from the writers not giving weight to ICC and instead centring upon other skills and especially trying to design an activity with the aim of teaching a grammar rule. In fact, it was seen that the reading texts have the potential to be arranged according to the norms of ICC dimensions but they were supported with superficial pre, while and post activities especially ordinary questions lack of creating curiosity of learners and not leading in-depth cultural discussion.

On the other hand, not all the objectives of the existing ICC dimensions were represented in the textbooks. The prevailing objective is 'factual knowledge of cultures' and in both of the textbooks it has the overwhelming majority compared to the other objectives. However, these activities have similar questions that are destitute of variety and always assume that learners have the knowledge to do the activity. In fact, sometimes learners need to make investigation before the lesson or during the lesson in order to do the activity. Therefore, another objective of the same dimension 'collecting information on cultures' are suggested to be included into the activity design of these textbooks. Secondly, 'interpreting and relating cultures elements' is given importance and though these activities are beneficial for the learners to compare and contrast their culture with the other cultures, again 'the other culture' is generally English culture and the questions are most of the time require learners to think if it is the same in their own culture. However, other objectives of this dimension need to be included to create diversity of activities and to focus on 'interpretation' rather than only 'relating' both cultures. It would only in this way be possible for the learners to be aware of the differences and misunderstanding that might arouse because of these misunderstandings and ethnocentrism. Thirdly, positive attitude is significant in intercultural dialogues but 'attitudes towards cultures' dimension takes place itself only with a few activities in the textbooks. Last but not least, 'intercultural interaction' dimension is not touched upon in both of the textbooks and without this dimension it would not be possible for learners to apply their ICC abilities in interactions and become an intercultural speaker.

As a conclusion, it was found out that both textbooks comprise some dimensions of ICC in the investigated activities, yet, they are inadequate to enhance intercultural skills of learners and need some changes and adaptations. Although, the textbooks do not claim that they are designed according to the ICC norms, nowadays it is inevitable for an English textbook to move with the times. In this regard, ICC as a significant 21st century skill in FL teaching, is vital for intercultural speakers of today and requires attention of the researchers, textbook writers, program developers and in short all the stakeholders in the area. It is recommended to all stakeholders to gather around interculturality and develop and design EFL materials in this respect.

5. Suggestions for further research

In the current paper, only Elementary and Pre-Intermediate levels of the English File Textbook series were examined and for further studies it is suggested to include other levels of the textbooks or researchers might choose another EFL textbook to investigate in regard of ICC activities. Besides, a comparative analysis might be conducted by using two or more textbook series and their approach to ICC can be evaluated. The views of the EFL teachers using the investigated textbooks might also be collected about the issue or even learners' ideas might be asked.

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